

<b>Administrative Directive Title:</b> <b>Grading System and Progress Reporting</b>	<b>AD Number:</b> <b>4.600.1</b>	<b>Adopted:</b> August 2016 <b>Former Descriptors:</b> IS1, IS5, IS6, IS7, IS8
<b>Policy References:</b> <a href="#">Board Policy 4.600</a> – Grading System and Reporting Progress		<b>Revised:</b> 11/18; 7/23; 11/24

1 A system of grading and assessment for evaluating and recording student progress shall be  
 2 maintained to measure student performance in conjunction with Board-adopted content standards  
 3 for K-6.

4 **GRADING PROCEDURES FOR GRADES K-1**

5 Given the importance of social and personal development at this stage of early development, the  
 6 following progress scale will apply for personal and social development:

- 7 Needs Improvement- N
- 8 Satisfactory- blank

9 Academic Progress will be measured with the following scale:

- 10 M - Meets Expectations
- 11 P - Progressing towards Grade Level Expectations
- 12 N- Needs Improvement
- 13 \*- Not addressed during grading period

14 **GRADING PROCEDURES FOR GRADES 2-6**

15 Given the importance of social and personal development at this stage of early development, the  
 16 following progress scale will apply for personal and social development:

- 17 Needs Improvement- N
- 18 Satisfactory- blank

19 Academic Progress will be measured with the following scale:

- 20 A - 90-100
- 21 B - 80-89
- 22 C - 70-79
- 23 D - 60-69
- 24 F - Below 60

25 **GRADING CONSIDERATIONS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

26  
 27 Students who receive special education services is fair, equitable, and reflective of their  
 28 individualized learning goals as outlined in their Individualized Education Program (IEP) or 504  
 29 Plan. Grades should provide accurate feedback on student progress, taking into consideration their  
 30 unique learning needs and accommodations. Students must receive academic accommodations and  
 31 modifications pursuant to their IEP or 504 plan. Collaboration between general and special  
 32 education teachers is essential to ensure that the grading accurately reflects the student's abilities  
 33 with the appropriate supports. Grading is to be provided by the Tier I teacher.

34 All grading procedures for students receiving special education services must comply with the  
35 Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.  
36 Grades must not be used as a disciplinary tool and should reflect the student's individual ability to  
37 make academic progress with the appropriate supports identified by the student's IEP or 504 team.

### 38 **GRADING CONSIDERATIONS FOR STUDENTS RECEIVING ENGLISH LANGUAGE** 39 **SERVICES**

40 When grading students receiving English Language (EL) services, it is essential to consider their  
41 language development alongside content mastery. Teachers should differentiate between language  
42 proficiency and subject matter understanding, ensuring that grades reflect students' knowledge in  
43 the content area, not their current level of English fluency. Accommodations such as simplified  
44 language, additional time, visual aids, or modified assessments should be provided in accordance  
45 with a student's ELP to support students in demonstrating their understanding.

46 Collaboration between EL specialists and content area teachers is crucial to align grading practices  
47 with students' English language development goals.

48 Grades should reflect the student's effort, growth, and progress toward mastery of both the content  
49 and language objectives, ensuring that language barriers do not unfairly hinder their academic  
50 performance. Regular communication with families is also important to clarify the grading criteria  
51 and how language acquisition is factored into assessments.

### 52 **MAKE-UP WORK**

53 Students who miss schoolwork because of an absence will be given the opportunity to complete  
54 all assignments and tests that can be reasonably provided. As determined by the teacher, the  
55 assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the  
56 assignments and tests missed during the absence. Teachers are not required to provide make-up  
57 work or assignments in advance of a planned student absence, as classwork and instructional  
58 activities are subject to change. Upon the student's return, the teacher will coordinate with the  
59 student to arrange for any necessary make-up work. Students will receive full credit for work  
60 satisfactorily completed within five school days, unless an accommodation or other exception  
61 applies.

### 62 **HOMEWORK GUIDELINES**

63 Teachers or others assigning homework shall take into account the most current research  
64 concerning the ineffectiveness of homework for children in elementary grades. However, if  
65 homework is assigned, it shall be assigned to reinforce and strengthen specific areas of instruction  
66 and interest. Homework should not be assigned as a punitive or disciplinary measure.

67 All homework shall be received by the teacher making the assignment and academic feedback  
68 shall be given. Homework grades may be used as part of a student's overall grade but should not  
69 disproportionately affect it. Homework assignments should consider students' individual learning  
70 needs and shall not require the use of reference materials or technology access.

### 71 **PROGRESS REPORTING**

72 Four progress reports are made during the school year. In addition, a mid-term report is made to  
73 parents. The student's yearly progress is recorded on the student's permanent cumulative record.

74 *Parent Conferences*

75 Parent conferences are an essential part of progress reporting. Two opportunities for parent  
76 conferences will be provided during each school year, with each conference opportunity occurring  
77 during the fall and spring semesters, respectively.